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| --- | --- | --- |
| **Know** | **Understand** | **Do** |
| Magna Carta |  | “Rules of the Manor” document |
| Plague (black) |  |  |
| Names | How did your occupation/relationship/place/status affect your name? | Medieval letter: research your first (babynames.com) and last name, an illuminated letter, and five adjectives that describe you. |
| Art/Music |  |  |
| Feudalism\Specialization | In what way was life different in the middle ages? | Compare/Contrast |
| Manor system | How does the role of the knight translate into modern culture? (Sportsmanship, gentlemanly conduct) | Read document: Code of Chivalry |
| Knights, Samurai: Code of Chivalry | What are the various occupations/roles. | Feudalism lesson: M&Ms, Dixie cups, attack w/ cotton balls; Blogster – roles, Facebook page |
| Barter System | How did the growth of towns affect/change the manor system? |  |
| Growth of Towns |  |  |
| Trade: interdependence, guilds, self-sufficient towns | Understand the role of religion on the impact of culture | Stained glass: technique, history, purpose |
| Monks/Monasteries |  |  |
| Art/Music | Students will understand that feudalism took place in various forms all over the world. | Virtual tour: Cloisters, Unicorn Tapestries |
| Seven Pillars of Islam | How the role of women varied as per social class |  |
| The World/Moorish Spain |  | Trading cards of people |
| themiddleages. net  mnsu.edu/emuseumn/history/middleages |  |  |

Grade 6 Social Studies/ELA Middle Ages Unit